

THE DISCREPANCY BETWEEN TEACHING PLAN AND ITS IMPLEMENTATION

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ABSTRACT

This study is a case study and aims to explain the causes of the low learning results especially to describe the quality of teaching plan and learning atmosphere that teachers created. The method used was observation by using observational protocol. There were 60 teachers observed to their teaching performance based on their teaching plan. The result showed that commonly not all teaching plan was appropriately implemented by the teachers even though learning atmosphere was in the good condition. By this way, it is concluded that the quality of teaching plan was not directly correlated with the quality of learning results.

Key word: learning result, discrepancy of teaching, learning quality

INTRODUCTION

The educational outcomes process in micro of one country is often connected by some indicators for welfare society, competition, ethics of citizen, behavior of state officials, the proportion of workers, and all of the citizen based on their education and mastery technology by society. In Indonesian educational context sets eight quality standard which is regulated in the rule of government of republic of Indonesia number 19, 2005 and followed by the rule of government of republic of Indonesia, number 13, 2015 give information of educational outcome in micro. The educational achievement can be seen from the eighth quality standard.

In the class level, the result of education can be measured by some specific performance, both aspects that can be actors in learning process, they are teachers and students, and also the result of their work. Nowadays, some publications indicated that the failure of learning can be found in some version of media. The publications are in regional, national, and also international survey about reading and literacy, PIRLS 2016 which is in Balitbang Depdiknas Report indicated that Indonesia level is 41 from 45 countries about literacy survey, with average literacy is 405, and it is 500 average under significantly.

The factor affected about learning outcomes said by Sumadi (2015) that the result of learning outcomes is effected by teaching method. The style of teaching influences the students motivation and also the learning outcomes (Nursyahida, 2015). This study analyzes about intervening variable which are between dependent and independent variables. Those variables are the implementation of all of the learning target, such as, the learning process and lesson plan.

Some various of lesson plans, they are: lesson plan contains the element of technique in teaching and learning process, and also support about the content and its implementation. The kind of lesson plan used specific model which is different than the others. The dimension collected some lesson plans model which have the same function in organizing the whole of governance of learning.

In 1970s, the teaching practice in that schools are dominated by lesson plan which is known as model of procedure of development instructional system (PPSI). This lesson plan contains component of specific objective instructional (TIK), development of evaluation, teaching and learning planning, target of program and its implementation. In England, the teaching and learning process used lesson plan which priority the students competence, with the target, determine vocabulary, learning recourses, start learning and implement of learning and teaching process (John, 2006)

The stage of learning according to Olpaert (2006) consists of information stage which cover the authentic material, the interaction between stakeholder of learning and content, and communication stage, cover two components, they are teacher and students. Technically, the learning activities consist of opening class, main activities, and closing class.

Nowadays, It is not known empirically, is it true? that the teachers have implemented completely learning scenario that they plan in their teaching practice. Therefore, it is needed to conducted the research about the factors that effect of learning outcomes and the impact of educational failure. The formulation of problems are (1) How is the appropriateness of the teacher's lesson plan (2) How is the quality of teacher's lesson plan, (3) How is conformity between the teacher's lesson plan and its action in the classroom.

RESEARCH METHOD

This study was conducted by using the combination between qualitative and quantitative methods. There are 60 teachers have been observed since 2013 to 2015. The sample are the teachers that have joined training of professional teachers (PLPG). The data required by observation based on their lesson plan and their action in the classroom. The data analysis used descriptively.

FINDING AND DISCUSSION

The appropriateness of lesson plan (RPP) which is arranged by the teachers and use form of 2013 Curriculum, it is really true based on the principal of 2013 form curriculum. The scenario of the main learning activities that are cover in the teacher's lesson plan, such as problem based learning, discovery learning and project based learning.

The sampling data of lesson plan analysis indicated that from 20 lesson plans that implement problem based learning, 90 % of the teachers have described the syntax of learning and teaching process completely and only 10 % of the teachers have not described syntax of learning process completely. From 6 lesson plans that implement project based learning. 100% of the teachers have described the syntax of learning and teaching process completely. From 34 lesson plans that implement discovery learning, it is really that 31 or 91 % of the teachers have described the syntax of learning and teaching process completely and the others have not yet.

The learning atmosphere that the teachers created was good and it was not seem deficiency in teaching process and the students' response. The learning atmosphere run well, and inform the concept and develop skills also run well. Overall, the teachers have conducted the role of teacher in teaching and the students 'activities have run well.

The use of media implemented by the teachers has run well in the teaching process. The evaluation process has also run well based on the technique that teachers used. The

condition and situation observed is teaching and learning process run well in the class room based on the teachers 'lesson plan.

The result of the quality of implementation lesson plan indicated that the teachers have implemented incompletely, followed their lesson plans, such as in detail in learning activities, even though, the basic concept is realized well. All of the learning stage run well and continuously. The use of learning and teaching pattern with the first stage is opening class, main activities, and closing class, and it really that 100% of the teachers have implemented the teaching process well. The other one stage of learning is good. The realization of this study indicated that the learning and teaching process fulfilled the requirement of learning because the action of learning process in accordance with pre instructional of the students activities based on the form of learning which is published anonymously by Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan Departemen Pendidikan Nasional (2008) that consisted of the stage of pre instructional, instructional, and evaluation and reflection.

The implementation of lesson plan for fulfilling posture of the main leaning stage has run well, but it not the same of the other implementation, such as technique and methods based on the learning model. No one of the teachers has implemented the learning model that the teachers chose, either problem based leaning, discovery leaning or project based learning. The other hand, in developing the learning action based on model of the teachers chose, it is really that misconception of learning means it is different between lesson plan and the reality of learning and teaching process in the class room.

The mistake of learning applied by the teacher that implicated for the evaluation and assessment of learning outcomes. The data of this study indicated that the assessment of learning outcomes formally according to the procedure of evaluation, but it does not measure accurately the competency which is on the lesson plan.

The action of leaning process conducted by the teachers do not have meaning. In the stage of opening class, generally, the teachers do not repeat or connect the material used and the material now, it is unless only 16% of that teachers, and only 1% of the teachers give reward for the students.

CONCLUTION

Based on the finding of the study, it can be concluded that the quality of lesson plan is not the variable that effect of the teaching process and the learning outcomes. The quality of teaching process is still determined by the intervening variable , they are the ability and commitment of the teachers joined the lesson plan made. The students 'learning outcomes is determined by the quality of implementing the lesson plan (intervening variable) such as, the intellectual of each students. It means that the implementation of learning action of the teachers in realizing the lesson plan made and get improvement for the teachers continuously. In the end, the teacher training should implement each of the teaching models.

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